U. S. History Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Labor Movement:**

**Research assignment**

To find out more about clash between labor (workers) and management (owners) that developed during the Gilded Age, you will look more closely at the people and events that were part of this struggle.

**Process**

1. Choose one of the people or events from the list below
2. Conduct research to answer the research questions
3. Put your findings together to create a 1-page informational flyer or small poster
   1. Include an image (that you either find or create yourself) that illustrates your topic

**Research topics**

|  |  |
| --- | --- |
| People | Events |
| * Mary “Mother” Jones * Pinkerton National Detective Agency * Big Bill Haywood * Joe Hill * Industrial Workers of the World (IWW) * The Molly Maguires * Samuel Gompers * Eugene Debs * International Ladies Garment Workers Union (ILGWU) * John L. Lewis * A. Philip Randolph * César Estrada Chávez | * Battle of Blair Mountain * Pullman Strike * Haymarket Affair * Great Railroad Strike of 1877 * Ludlow Massacre * Matewan Massacre * Lattimer Massacre |

**Research Questions**

|  |  |
| --- | --- |
| People | Events |
| * What was their background? What life experiences shaped their views? * What role did this person (or group of people) take in the labor movement? * What events were they part of? What achievements did they make? * What do you think their answer would have been to our big unit question? (To what extent is the gov’t responsible for the well-being of its citizens?) | * What was the dispute over? What were the root causes and the immediate causes? * Did the government take a role in this event? If so, what was it? * What was the outcome of the event? Who seemed to come out on top – labor or management? * How do you think the event affected the public’s view of the role government should take in the well-being of its citizens? |

**Grading and Due Date**

This project is worth a .5 summative grade (50 points). The grading rubric is on the back of this sheet.

It is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Project: The Labor Movement**

**Rubric for Term Grade**

|  |  |  |
| --- | --- | --- |
| **1 2 2.5 3 4** | | |
| 1. Most required components are missing 2. Consistently lacks detail 3. Consistently lacks accuracy 4. Writing has many spelling/grammar errors and is hard to understand   Appears hastily put together without care or effort | 1. Project includes most required components 2. Some sections lack detail 3. Some information is inaccurate 4. Writing has some spelling/grammar errors or is confusing 5. Shows some care and effort in appearance | Project includes all required parts   1. Information is detailed 2. Information is accurate 3. Writing is clear and understandable 4. Project demonstrates care and effort in appearance |

**Rubric for Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| History Standard  Performance Indicator 4 | 1 | 2 | 3 | 4 |
| **Students will develop credible explanations of historical events by analyzing causes and connections over time.** | I can identify important historic events. | I can describe the fundamental and immediate causes of historic events. | I can develop credible explanations of historical events by analyzing causes and connections over time. | I can evaluate differing explanations of an historical event. |